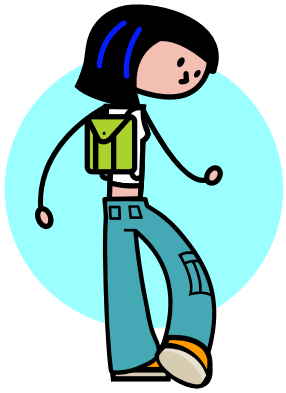
Connecticut Department of Transportation



Safe Routes to School

Master Plan

Guidelines

The purpose of this guide is to assist you in developing a Safe Routes to School (SRTS) Program and completing a SRTS Master Plan (Plan).

Starting a SRTS program is an opportunity to make walking and bicycling to school safer for children and to increase the number of children who choose to walk and bicycle. On a broader level, SRTS programs can enhance children's health and well-being, ease traffic congestion near the school and improve air quality and improve community members' overall quality of life.

A SRTS Plan is a written document that outlines a school and community's intentions for making travel to and from school more sustainable and safe. This is accomplished by reducing individual car trips, increasing walking and bicycling and by making the walking and bicycling environment safer. The Plan is created through a team-based process that identifies the barriers to active transportation and formulates a set of solutions to address them. A SRTS Plan is developed in consultation with the whole school community and is an important tool in improving student and community health, safety, traffic congestion and air quality. It is the first step in preparing schools to make important changes in their school travel environments and can lead to creating livable communities.

* Starting a Safe Routes to School Program

The steps outlined in this section are meant to provide guidance by providing a framework for establishing a SRTS program based on what has worked in other communities. Some communities may find that a different approach or a reordering of these steps works better for them.

1. Bring together the right people: Identify people who want to make walking and bicycling to school safe and appealing for children. Sharing concerns, interests and knowledge among a variety of community members with diverse expertise can enable groups to tackle many different issues.

Consider whether the group wants to plan for SRTS in a single school, district-wide or at another level. Each has potential benefits; for example, a school district-wide group could create policies that would impact all schools while a school-specific group could work on detailed issues relating to that school and dedicate more resources to that one location.

** Courtesy of National Center for Safe Routes to School (SRTS Guide)*

Look for existing groups where an SRTS program is a natural fit, such as a city or school district safety committee, Parent Teachers Association, school site council, wellness council or a pedestrian and bicycle advisory board. If there are no appropriate groups to take on the issue, form an SRTS team. When asking for participation explain why SRTS is needed and tell people specifically how they can help.

Involve children in the SRTS program to learn what is important to them with respect to their journey to school and around their neighborhood. Ask them questions like: Do they like being driven everywhere by their parents? Would they rather walk and bicycle around their neighborhoods? What do they think about their route to school? What would they change about their trip to school?

Communities with flourishing SRTS programs have attributed their success in part to a program champion — someone who has enthusiasm and time to provide leadership for the group and keep things moving. However, a champion can not do it alone; he or she will need support. Building the next generation of leaders along the way will assure that the program continues. This is particularly important when the champion is a parent who is likely to move on when their child transitions to another school.

2. Hold a kick-off meeting: The kick-off meeting has two main goals: to create a vision and to generate next steps. One approach is to ask each participant to share a vision for the school five years in the future. Responses are often statements, such as: "a school with fewer cars at the entrance," "more active children" and "safe walkways." This focuses the group on the positive — what they would like to have — rather than what is wrong. Another way to create a positive vision is to ask people to share a positive memory of walking or bicycling to school when they were young. Provide a presentation on SRTS programs including issues and strategies related to engineering, enforcement, education, encouragement and evaluation. The group can then discuss the appropriate next steps and best way to work toward their vision. This may include forming committees to separate out the tasks.

3. Gather information and identify issues: Collecting information can help to:

- Identify needed program elements.
- Provide a means to measure the impact of the program later.

First, look at walking and bicycling conditions for students. This can be done by observing or mapping the routes that lead to school. Collecting traffic counts and speed and injury data can help identify driver-related safety issues. Walking around the school as a group to observe arrival or dismissal time can be one of the best ways to reach a collective understanding of the issues and potential solutions. Finding out about existing policies that may make it easier or more difficult to walk or bicycle to school can also be useful. For example, a school may not allow children to bicycle to school. Understanding and addressing underlying issues for a policy may be addressed by the SRTS plan.

Second, determine how many children currently walk or bicycle to school. The school may already know this. Parent surveys can also be used to understand parents' attitudes towards walking or bicycling to school and identify barriers to walking and bicycling that need to be addressed. See Appendix A for Student In-class Travel Tally and Parent Survey forms to use. SRTS team members can lend expertise in locating data sources and can help collect the necessary information.

4. Identify solutions: Solutions to issues identified by the group will include a combination of education, encouragement, engineering and enforcement strategies. Safety is the first consideration. If it is not safe for children to walk and bicycle to school, then they should only be encouraged after problems are addressed. Some problems will require engineering solutions; others may require education, encouragement, enforcement or a combination of strategies. Here the expertise of the different partners is especially valuable.

It is likely that the team will generate a long list of potential ideas and solutions. The next step will be easier if the list is prioritized. Are some issues more critical to address than others? Are there "quick wins" that the group can identify that would help to generate additional enthusiasm early in the program?

5. Make a plan: The SRTS plan does not need to be lengthy, but should include encouragement, enforcement, education, and engineering strategies; a time schedule for each part of these strategies; a map of the area covered by the plan; and an explanation of how the program will be evaluated.

Strategies that can be implemented early will help the group feel successful and can build momentum and support for long-term activities. Be sure to include fun activities; that is what encouragement is all about.

6. Fund the plan: Parts of a SRTS program will cost very little money. For example, most International Walk to School Day coordinators say they spend less than $100 on their events. There are many low-cost engineering solutions that can be put into place in a relatively short amount of time such as new signs or fresh paint on crosswalks. On the other hand, some changes, such as new sidewalk construction, may need large amounts of capital. There are several places to seek funding for SRTS program activities including:

- Federal programs: SAFETEA-LU (including funds allocated to SRTS), Congestion Mitigation and Air Quality, Surface Transportation Program, Recreational Trail Program and others.
- State SRTS programs.
- Environmental and air quality funds.
- Health and physical activity funds.
- County and city funding.
- Philanthropic organizations.

For more information about these funding resources, see Legislation and Funding, at the www.saferoutesinfo.org website.

7. Act on the plan: There are things that can be done right away without major funding, so some parts of the SRTS plan can start right away while waiting on other parts. Hold a fun-filled kick-off event and invite the media. For example, participate in International Walk to School Day or celebrate a Walking Wednesday. If the school is located too far for children to walk from home, identify places where families can park and walk part of the way. If improvements are needed before children can walk to school, start walking activities before, during or after school right on the school grounds. Enforcement, education, encouragement and engineering strategies will all come together as pieces of the plan are implemented.

8. Evaluate, make improvements and keep moving: After the program begins, careful monitoring will identify which strategies are increasing the number of children safely walking and bicycling to school. Proper adjustments can be made as this and other new information is gathered. One simple evaluation measure is to re-count the number of walkers and bicyclists and

compare this number to the findings in Step 3 (the baseline count).

The team also needs to consider how to sustain energy and interest in the program so that children continue to walk and bicycle to school safely. Key strategies for keeping the program going include:

- Identifying additional program champions.
- Letting people know about the successes: Get visibility for activities through local media and school communications and publicize your activities. Making the work fun and positive makes it more likely that people will want to continue and others will want to become involved.
- Encouraging policy changes: These might be school, school district or local government policies that support children walking and bicycling to school. For example, local planning departments may promote new school construction within walking and bicycling distance of residential areas. School district adoption of a safety curriculum means that the pedestrian and bicycle education will continue to be provided to children.
- Creating a permanent committee: A permanent committee within the PTA, school site council or other group means that SRTS will continue to receive attention and energy.

A SRTS program has the potential to improve walking and bicycling conditions near a school and spread interest into other parts of the community. Teams that persist in their efforts and make measurable improvements based on their evaluation will be rewarded with safer places for children to walk and bicycle and more children choosing safe routes to school.

SRTS Master Plan Outline

The following is guidance in development of the SRTS Plan. Information includes suggested formats for opening statements, as well as strategies used to set up and evaluate program.

I. Introduction

Required:

The introduction will explain your understanding of and motivation for completing a SRTS Plan. Your introduction will be brief and should encapsulate the essence of what your community hopes to accomplish through the SRTS Plan. Explain your school's main motivations for wanting to improve walking and bicycling to school.

Recommendations:

Sample Purpose

Our community is motivated to pursue Safe Routes to School Program because (select from the following list or include those issues and motivators that are pertinent to your City/Town):

- We highly value student physical activity and health.
- We want to improve the air quality and environment around our school(s).
- We wish to improve unsafe or insufficient walkways, bikeways, and crosswalk.
- We are committed to reducing speeding and reckless driving near school(s).
- Our students are threatened by illegal behaviors near school(s).
- We have a history of pedestrian or bicycle crashes around school.
- Other

II. The Safe Routes to School Team

Required:

In this section you will identify each member of your SRTS Team and provide contact information. **Contact information can usually be collected during the kickoff meeting.**

A program Champion(s) or local coordinator(s) is someone or several individuals who has enthusiasm and time to provide leadership for the group and keep things moving, will lead the team and assign tasks.

Below are lists of suggested members of the local team or task force. The team includes representatives from a range of stakeholder groups. This list is not exhaustive, but is intended to provide ideas for a well rounded group.

School: principal, parents and students, teachers (physical education), Parent Teachers Association (PTA)/PTO representative, school nurse, school district transportation director, school site council member, adult school crossing guards, city or school safety committee, school wellness council

Community: neighborhood or community association members, local businesses, local pedestrian, bicycle and safety advocates, safe kids coalition

Government: mayor's council member, transportation or traffic engineer, regional and/or local planner, public health professional, public safety representative, public works representative, state or local bicycle and pedestrian coordinator, state or local enforcement, environmental planner

Example Contact information:

The Champion or local SRTS Coordinator (primary) contact person for our SRTS Plan is:

Name and Title:
Business Address:
City: State: Zip:
Business Phone:
Email:

Recommendations:

The most successful SRTS Plans are created by a variety of stakeholders who are concerned with safe and active school travel in the community. School officials have an intimate knowledge of how students travel to and from school. Neighbors can testify to the impact that school-related traffic congestion has on the community. Students can express what is important to them with respect to their journey to and from school. Local traffic engineers can contribute expertise related to physical improvements along school routes.

A SRTS Team is committed to preparing, writing and following through with the SRTS Plan and its strategies. Subcommittees can be created to take on the major tasks, allowing members to focus on a specific activity related to their skills and interest.

Some possible SRTS subcommittees include:

Mapping and information gathering committee

Obtains maps, collects information about where children live, the routes they take to school and the condition of the streets along the way.

Outreach committee

Collects input from parents, teachers and students, and publicizes the program to the school and community.

Education and encouragement activities committee

Works closely with school administration and teachers to put education and encouragement activities in place, gathers materials for activities and solicits donations for programming and prizes.

Enforcement and engineering committee

Develops recommendations for enforcement and engineering solutions. Works closely with local government and other resources to find funding and make improvements.

Traffic safety committee

Identifies unsafe drivers' behavior and develops an education campaign to increase awareness.

Keep your SRTS Team to a manageable number of participants. You will have an opportunity to consult the larger community as you work to identify issues and solutions.

III. School Description / Current Travel Characteristics

Required:

In this section, you will provide some background information about your school(s) and community. Discuss whether the SRTS Plan addresses the needs of a single school, a school district, a municipality, a county, a region, or some other area. Include the name, location and type of school (K-12, elementary or middle). Also, include the community type (urban, suburban, rural, etc.)

Include an estimate of the following information areas for all schools included in the plan:

Current Student Population – List the student population in Grades K-8.
Current travel modes and numbers - You will have to identify the types of travel mode currently being used by students for the trip to and from school, as well as how many students use each mode. Modes include walking, biking, carpooling, bussing, family vehicle, public transportation, etc.
Distance lived from school – Knowing how many students live within walking distance (under one mile) or bicycling distance (under two miles), or further is important in determining the type of approaches to use in your Plan.

Please detail any supports unique to your school during student travel:

Supports during student travel times – Many schools have supports in place to assist with processes and procedures during student arrival and dismissal. These mechanisms can help with directing traffic, ushering students across busy streets or helping provide students with safe homes or businesses in case of threats to personal safety or security. Examples are crossing guards, student/parent patrols, law enforcement, neighborhood watch program, walking school bus, bike train, school traffic safety plan, etc.

Arrival/dismissal procedures – Explain the process by which students arrive and leave the school each day, whether by walking, by bike, on a bus or via family vehicle. Include any special procedures involving teachers or staff. Details may include the time periods for each, which/how many doors are used, number of personnel involved, morning line-up procedures, etc. Describe the location of parking lots, school bus and private vehicle pick-up and drop-off zones, bike parking areas, etc. (Mapping can be used to complement descriptions). For multiple school locations, summarize as best as possible.

School travel policies – Cite any official or unofficial policies of the school relating to student travel, such as bicycling bans, early dismissal of walking/cycling students, age restrictions or special permissions related to walking/bicycling, etc. What is the distance from school to be eligible to ride bus?

School Safety (or 'Hazard') Bussing – Special bus service to students who do not qualify for regular bus service (living less than 1 ½ miles from school) yet experience a specific road or traffic hazard which prevents them from safely walking or bicycling to school.

IV. Assess Current Travel Conditions

There are many ways to assess travel conditions efficiently. Critical baseline data should be gathered to assess barriers and obstacles to walking and bicycling to school.

Required: (Use maps to the extent possible for accurate depiction.)

Map of existing walking/biking routes

Map of existing physical safety hazards within walking/biking distance

List of perceived safety concerns (Pie graph showing results of parent surveys), if applicable

General discussion of need based on assessment of physical area and perceived safety hazards (Include description of condition of current

infrastructure within walking distance, results of parent and student surveys. Include any supporting information, accident data, speed analysis, etc.)

The following are recommended ways to gather information:

Map of school enrollment boundaries: Work with the school to get the information necessary to create a map that shows school enrollment boundaries. Check with local or regional planning agencies for mapping.
Mark on the map the boundaries for where bus transportation is provided.
Work with the school district to map the actual home addresses of enrolled students.

Walking and bicycling audit: Walking and bicycling audits are an important tool in identifying the current conditions in the vicinity of your local school. The maps that were created showing enrollment boundaries, bus eligibility and student locations will be important tools in conducting the walking and bicycling audit. The audits require that volunteers walk and bicycle the streets near your community's schools that children would use to get to school. The volunteers map any problems that are noticed. When all of the streets have been walked and biked the problems that are noted are assembled on one map. Volunteers may also want to take pictures along the way to further clarify problems. (See Appendix A for Walkability and Bikeability Forms)

Assessment of school facilities: An assessment also needs to be undertaken of the actual school area including building entrances, the drop-off / loading zone, and bicycle facilities.

Recommendations for assessments:
Look at the sidewalks, pathways and driveways on the school property. Are they properly maintained? Are there appropriate curb cuts?
Look to see if secure bicycle parking is provided. Is the amount of bike racks? sufficient for the school? Are the bike racks designed in such a way to be easy to use?
Student Drop - off Areas. Are they designed so that students exiting and entering cars are able to do so safely?
Are vehicles separated from pedestrians or are students walking in the street or across a parking lot to reach the school?
Are there accessible curb ramps for wheel chair access?
Does traffic move freely, or is the drop off area congested?
Bus Loading Zones - Are bus driveways separate from parent pick - up / drop - off areas?
City pedestrian and bicycle ordinances. Find out if your municipality has any bicycle and pedestrian ordinances or policies. Review what bus services are provided to the school, their routes and schedules and who is eligible to use them.

Parent, students, teacher surveys. See Appendix B.
Crash/Accident data, traffic counts, speed and truck traffic analysis, as pertinent to your area or community. Check with your State, City or Town government.

The SRTS Team should analyze the collected information and look at needed encouragement, education and enforcement activities as well as engineering or physical improvements that are needed. Once all the information has been collected from site audits, assessments and surveys, take time to analyze the information. Then present it to the community. Publish information in the school newsletter or use your own flyer. Invite the community to a SRTS forum to present the data, discuss issues revealed in the surveys and explain the SRTS Program.

V. The Public Input Process

Required:
Describe the public input process used in the community in developing the Safe Routes to School Master Plan.

Recommendations for topics:

- Sponsored a walking audit to examine safety issues.
- Administered parent surveys
- Administered student surveys
  Include a pie graph of results of parent and student surveys
- Hosted public meetings
- Interviewed key stakeholders
- Solicited student opinions
- Publicized a public comment period
- Conducted engineering studies, as needed
- Incorporated our cities existing bike and/or pedestrian plan recommendations (if applicable)
- Incorporated our School Wellness Policy objectives
- Developed a media campaign (local paper, school newsletter, etc.)
- Other

VI. Obstacles to Active Transportation

Required:
Discuss in detail the perceived and physical obstacles to providing a safe environment for walking and biking. Provide any supporting information, as needed.

Recommendations:

Obstacles can come in many forms and can include physical barriers (missing or poor walkways and bikeways, distance, lack of access or street lighting, difficult crossings), traffic problems (driver recklessness, vehicle volumes and speeds) public safety issues and attitudes toward walking and bicycling. Knowing which problems to address first will help you make progress toward true change.

Following are descriptions of some types of common obstacles:

Traffic crashes – You may or may not be aware of the crash history of your community, but a pattern of traffic crashes is often a strong indicator of areas needing improvements. Summarize any available data regarding the number of traffic crashes of all types within walking distance of the school over the last three years. Describe the locations and conditions under which crashes occur, as well as the applicable years (e.g. crashes between 2003 and 2005, etc.) Your local police or public health department may be able to help with these statistics.

Missing or insufficient walkways – Sidewalks and side paths are the primary pedestrian facilities that permit children access to school by foot. Many communities are missing this critical accommodation. Many others have 'start and stop' sidewalk networks with gaps along the way.

No safe place to ride a bike – People tend to bicycle more when they have a safe, comfortable space in which to ride. But crowded streets, high traffic speeds, poor connectivity and broken or rough pavement can prevent people, particularly children, from choosing to ride a bike in their community.

Crossing streets and intersections is difficult or dangerous – Another common obstacle to walking and bicycling is the inability to cross streets due to a lack of safe crossing points. Some streets are extremely wide, creating an unreasonable crossing distance for children. Others have no traffic controls, preventing safe navigation. Yet other crosswalks are poorly marked or not visible to motorists.

Arterials and expressways act as dividers – Some roads are so busy, dangerous or wide, they effectively dissect parts of a community from each other. Multi-lane roads with high speeds can separate residential areas from schools. When major highways or expressways pass near a school, it can create difficult and dangerous situations such as exit and entrance ramps, overpasses and interchanges that are not navigable by foot or bike.

Walkways are not accessible to students with disabilities – Students who utilize alternative mobility supports, such as wheelchairs, require curb ramps with a particular slope in order to navigate walkways safely. Additionally, visually disabled students require special accommodations and 'warning' features, to alert them of hazards along walkways.

Distance to school is too far – More and more, schools are being built outside of residential areas on fringe property, several miles away from students' homes. This effectively prevents many students from walking or bicycling to school.

Bike parking at school is missing, insufficient or non-secure – Many students would choose to bicycle to school if bicycle racks or other parking facilities existed. Existing bicycle racks at schools are sometimes in disrepair. And bike racks often are not always situated in secure locations, leaving student bicycles vulnerable to vandalism or theft.

Dangerous driving and speeding on streets – Reckless driving greatly impacts the safety of walking and bicycling students. Many communities grapple with the difficult task of calming traffic and increasing adherence to traffic laws. High posted speed limits and poor street design can contribute to extremely unsafe driver behavior.

Drop-off and pick-up process creates congestion and unsafe behaviors – Student arrival and dismissal times are often characterized by long lines of vehicle traffic, clogged streets and parking lots, and illegal parking. Many schools complain about impolite or even aggressive behavior by drivers –including parents.

Public safety concerns – Anxiety surrounding public safety and security can also impact student walking and bicycling. Fears of crime and violence can range from gang activity to stranger abduction to stray dog attacks. Whether real or perceived, peoples' level of confidence in the safety of their community can act as a powerful barrier to walking and bicycling among students.

School policies – Occasionally schools will enact a policy that dissuades or outright prohibits active student transportation practices. Bicycle bans can be found at some schools. Sometimes these policies have existed for years, with no one remembering why or when they were enacted.

Local ordinances negatively impact pedestrians and bicyclists – Some communities prohibit the construction of pedestrian or bicycle

infrastructure along certain types of roads. Planning commissions, zoning departments and other agencies can often create environments that favor motorized vehicles over pedestrians and cyclists. Check and see if any of these conditions exist in your area.

VII . The Action Plan

Required:

Create a priority list of both infrastructure improvements and programmatic activities with estimated costs and proposed implementation schedule. Appendix C has a sample table for guidance. Tasks should be categorized as short term or long term improvements.

Generally, begin with improvements on or near the school site, and subsequently extend into adjacent neighborhoods. An estimated cost or range of costs for each proposed short-term and long-term task should be provided.

Strategies

Identify strategies involving 4 E's (Engineering, Education, Enforcement, and Encouragement) of Safe Routes to School to address the obstacles to walking and bicycling in your school community. **Please select at least one strategy from each of the categories of Education, Encouragement, and Enforcement** in addition to any Engineering strategies.

Recommended Strategies:

Engineering Strategies within walking distance (up to 2 miles) of schools

- Construct, replace, or repair sidewalks
- Create on-road bicycle lanes
- Build off-road walking/bicycling paths
- Install, enhance, or repair crosswalks
- Install curb extensions to reduce the crossing distance on streets
- Install new or improved signage (school zone, speed limits, crosswalks, etc.)
- Install new or improved pavement marking or legends
- Make existing walkways accessible to disabled students
- Install bicycle parking racks near schools
- Install traffic calming measures (curb extensions, speed bumps, traffic circles, raised crosswalks, narrowing lanes, etc.)
- Install raised pedestrian islands for street crossings

- Create traffic controls using traffic lights or signs
- Redesign pick-up and drop-off procedures to increase safety and access
- Other

Education Strategies

- Teach pedestrian and bicycle safety skills to students and parents
- Organize a Bicycle Rodeo or training course to teach on-bike skills
- Teach personal safety skills to students and parents
- Teach the health, environmental and sustainable transportation benefits of walking and bicycling to students and parents
- Educate parents and caregivers about safe driving procedures at the school
- Obtain bicycle and pedestrian safety educational materials (Contact State Safe Routes to School Coordinator)
- Train school and community audiences about Safe Routes to School
- Reach out to the driving public to stress the rights of pedestrians and bicyclists
- Educate students on predators Conduct a community safe driving awareness and education program
- Teach students how to read maps
- Other

Encouragement Strategies

- Start a Walking School Bus program
- Start a Bike Train program
- Host International Walk to School Day or other special event
- Initiate a walking/biking mileage club or other contest to promote more walking and biking to school
- Create a park-and-walk program
- Promote Safe Routes to School in the community
- Initiate walking Wednesdays or similar program
- Initiate a reward program for safe travel behaviors among students
- State a Safe Passage or Neighborhood Watch program
- Teach students how to read maps
- Other

Enforcement Strategies

- Create a crossing guard training program
- Create a parent or student patrol program
- Lower speed limits in school vicinity
- Utilize speed feedback trailers or signs

- Increase traffic law enforcement during school hours
- Other

VIII. Evaluation Activities

Required:

Create priority list of evaluation strategies for monitoring success of improvements. The first step involves collecting initial data in the forms of attitudinal surveys, travel mode surveys, walkability/bikeability assessments, bicycle counts, number of volunteers/participants and/ or any other measurement tasks that may seem appropriate for a specific strategy. Each of the selected tasks should be performed regularly to track the progress of the SRTS program as a whole.

The SRTS Task Force, or a subcommittee thereof, is most equipped to handle evaluation, or tracking the progress of the SRTS program as a whole. Evaluation is necessary to:

- Assess progress in implementing the plan
- Progress towards the completion of each element, especially those of significant duration
- Identify success in the achievement of the overall goals and objectives

Recommended Evaluation Strategies for SRTS Program Sustainability:

- Counting the number of students who walk and bicycle to and from school before and after improvement and/or activity.
- Tracking the number of crashes within walking distance (up to 2 miles) of school (Up to three years of data)
- Pre and post student/parent surveys
- Other activities that address a monitoring, review, and update process
- Other methods that measures success of strategies
- Obtain planning services for expanding or improving an existing SRTS Plan

IX. Plan Partners

Required:

In this section you will identify each of your SRTS partners and provide contact information. **Contact information can usually be collected during the kickoff meeting.**

Recommendations:
Sample Statement:

We believe that building a strong partnership between schools and the local government is fundamental to the success of a Safe Routes to School Plan.

Our Safe Routes to School Plan has been endorsed by the following representatives:

REQUIRED: SCHOOL OFFICIAL
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

REQUIRED: SCHOOL DISTRICT OFFICIAL
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

REQUIRED: LOCAL GOVERNMENTAL OFFICIAL
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

REQUIRED: LOCAL ENFORCEMENT
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

OPTIONAL: OTHER POLITICAL SUBDIVISION (County, Regional Planning Council, etc.)
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

OPTIONAL: PARENT ORGANIZATION (PTA, PTO, etc.)
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

OPTIONAL: HEALTH ORGANIZATION (public health agency, hospital, etc.)
Name: Sample data
Title: Sample data
Representing: Sample data
Phone: Sample
Email: sample@sample.com

Appendix A

Walkability and Bikeability Checklists

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go.

The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.

After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.

SafeRoutes
National Center for Safe Routes to School

Pedestrian and Bicycle Information Center

U.S. Department of Transportation

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk _____

_____

Rating Scale:

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

1. Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)
1 2 3 4 5 6

_____

_____

2. Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)
1 2 3 4 5 6

_____

_____

3. Did drivers behave well?

☐ Yes ☐ Some problems: Drivers...

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fast
- ☐ Sped up to make it through traffic lights or drove through traffic lights?
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)
1 2 3 4 5 6

_____

_____

4. Was it easy to follow safety rules? Could you and your child...

☐ Yes	☐ No	Cross at crosswalks or where you could see and be seen by drivers?
☐ Yes	☐ No	Stop and look left, right and then left again before crossing streets?
☐ Yes	☐ No	Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
☐ Yes	☐ No	Cross with the light?

Locations of problems: _____

Rating: (circle one)
1 2 3 4 5 6

_____

_____

5. Was your walk pleasant?

☐ Yes ☐ Some unpleasant things:

- ☐ Needed more grass, flowers, or trees
- ☐ Scary dogs
- ☐ Scary people
- ☐ Not well lighted
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)
1 2 3 4 5 6

_____

_____

How does your neighborhood stack up? Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

Total _____

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	It's a disaster for walking!

Now that you've identified the problems, go to the next page to find out how to fix them.

Now that you know the problems,
you can find the answers.

Improving your community's score...

	What you and your child can do immediately	What you and your community can do with more time
1. Did you have room to walk?		
Sidewalks or paths started and stopped Sidewalks broken or cracked Sidewalks blocked No sidewalks, paths or shoulders Too much traffic	• pick another route for now • tell local traffic engineering or public works department about specific problems and provide a copy of the checklist	• speak up at board meetings • write or petition city for walkways and gather neighborhood signatures • make media aware of problem • work with a local transportation engineer to develop a plan for a safe walking route
2. Was it easy to cross streets?		
Road too wide Traffic signals made us wait too long or did not give us enough time to cross Crosswalks/traffic signals needed View of traffic blocked by parked cars, trees, or plants Needed curb ramps or ramps needed repair	• pick another route for now • share problems and checklist with local traffic engineering or public works department • trim your trees or bushes that block the street and ask your neighbors to do the same • leave nice notes on problem cars asking owners not to park there	• push for crosswalks/signals/ parking changes/curb ramps at city meetings • report to traffic engineer where parked cars are safety hazards • report illegally parked cars to the police • request that the public works department trim trees or plants • make media aware of problem
3. Did drivers behave well?		
Backed without looking Did not yield Turned into walkers Drove too fast Sped up to make traffic lights or drove through red lights	• pick another route for now • set an example: slow down and be considerate of others • encourage your neighbors to do the same • report unsafe driving to the police	• petition for more enforcement • request protected turns • ask city planners and traffic engineers for traffic calming ideas • ask schools about getting crossing guards at key locations • organize a neighborhood speed watch program
4. Could you follow safety rules?		
Cross at crosswalks or where you could see and be seen Stop and look left, right, left before crossing Walk on sidewalks or shoulders facing traffic Cross with the light	• educate yourself and your child about safe walking • organize parents in your neighborhood to walk children to school	• encourage schools to teach walking safely • help schools start safe walking programs • encourage corporate support for flex schedules so parents can walk children to school
5. Was your walk pleasant?		
Needs grass, flowers, trees Scary dogs Scary people Not well lit Dirty, litter Lots of traffic	• point out areas to avoid to your child; agree on safe routes • ask neighbors to keep dogs leashed or fenced • report scary dogs to the animal control department • report scary people to the police • report lighting needs to the police or appropriate public works department • take a walk wih a trash bag • plant trees, flowers in your yard • select alternative route with less traffic	• request increased police enforcement • start a crime watch program in your neighborhood • organize a community clean-up day • sponsor a neighborhood beautification or tree-planting day • begin an adopt-a-street program • initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)

A Quick Health Check		
Could not go as far or as fast as we wanted Were tired, short of breath or had sore feet or muscles Was the sun really hot? Was it hot and hazy?	• start with short walks and work up to 30 minutes of walking most days • invite a friend or child along • walk along shaded routes where possible • use sunscreen of SPF 15 or higher, wear a hat and sunglasses • try not to walk during the hottest time of day	• get media to do a story about the health benefits of walking • call parks and recreation department about community walks • encourage corporate support for employee walking programs • plant shade trees along routes • have a sun safety seminar for kids • have kids learn about unhealthy ozone days and the Air Quality Index (AQI)

Need some guidance?
These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
730 Airport Road , Suite 300
Campus Box 3430
Chapel Hill, NC
27599-3430
Phone: (919) 962-2202
www.pedbikeinfo.org
www.walkinginfo.org

National Center for
Safe Routes to School
730 Martin Luther
King, Jr. Blvd., Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Toll-free 1-866-610-SRTS
www.saferoutesinfo.org

National Center for Bicycling and Walking
Campaign to Make America Walkable
1506 21st Street, NW
Suite 200
Washington, DC 20036
Phone: (800) 760-NBPC
www.bikefed.org

WALK TO SCHOOL DAY WEB SITES

USA event: www.walktoschool-usa.org
International: www.iwalktoschool.org

STREET DESIGN AND TRAFFIC CALMING

Federal Highway Administration
Pedestrian and Bicycle Safety Research Program
HSR - 20
6300 Georgetown Pike
McLean,VA 22101
www.fhwa.dot.gov/environment/bikeped/index.htm

Institute of Transportation Engineers
www.ite.org

Surface Transportation Policy Project
www.transact.org

Transportation for Livable Communities
www.tlcnetwork.org

WALKING COALITIONS

America Walks
P.O. Box 29103
Portland, Oregon 97210
Phone: (503) 222-1077
www.americawalks.org

PEDESTRIAN SAFETY

National Highway Traffic Safety Administration
Traffic Safety Programs
400 Seventh Street, SW
Washington, DC 20590
Phone: (202) 662-0600
www.nhtsa.dot.gov/people/injury/pedbimot/ped

SAFE KIDS Worldwide
1301 Pennsylvania Ave. NW
Suite 1000
Washington, DC 20004
Phone: (202) 662-0600
Fax: (202) 393-2072
www.safekids.org

WALKING AND HEALTH

US Environmental Protection Agency
Office of Children's Health Protection (MC 1107A)
Washington, DC 20460
Phone: 202-564-2188
Fax: 202-564-2733
www.epa.gov/children/
www.epa.gov/airnow/
www.epa.gov/air/urbanair/ozone/what.html
www.epa.gov/sunwise/uvindex.html
www.epa.gov/otaq/transp/comchoic/ccweb.htm

President's Task Force on Environmental Health Risks and
Safety Risks to Children
www.childrenshealth.gov

Centers for Disease Control and Prevention
Division of Nutrition and Physical Activity
Phone: (888) 232-4674
www.cdc.gov/nccdphp/dnpa/readyset
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

Prevention Magazine
33 East Minor Street
Emmaus, PA 18098
www.itsallaboutprevention.com

Shape Up America!
6707 Democracy Boulevard
Suite 306
Bethesda, MD 20817
www.shapeup.org

ACCESSIBLE SIDEWALKS

US Access Board
1331 F Street, NW
Suite 1000
Washington, DC 20004-1111
Phone: (800) 872-2253;
(800) 993-2822 (TTY)
www.access-board.gov

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score.

Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride or route you've chosen. Enjoy the ride!

NHTSA
National Highway Traffic Safety Administration

Pedestrian and Bicycle Information Center

U.S. Department of Transportation

Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific): _____

Rating Scale:

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

☐ Yes ☐ Some problems (please note locations):

- ☐ No space for bicyclists to ride
- ☐ Bicycle lane or paved shoulder disappeared
- ☐ Heavy and/or fast-moving traffic
- ☐ Too many trucks or buses
- ☐ No space for bicyclists on bridges or in tunnels
- ☐ Poorly lighted roadways

Other problems: _____

_____

b) On an off-road path or trail, where motor vehicles were not allowed?

☐ Yes ☐ Some problems:

- ☐ Path ended abruptly
- ☐ Path didn't go where I wanted to go
- ☐ Path intersected with roads that were difficult to cross
- ☐ Path was crowded
- ☐ Path was unsafe because of sharp turns or dangerous downhills
- ☐ Path was uncomfortable because of too many hills
- ☐ Path was poorly lighted

Other problems: _____

_____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

☐ Good ☐ Some problems, the road or path had:

- ☐ Potholes
- ☐ Cracked or broken pavement
- ☐ Debris (e.g. broken glass, sand, gravel, etc.)
- ☐ Dangerous drain grates, utility covers, or metal plates
- ☐ Uneven surface or gaps
- ☐ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
- ☐ Bumpy or angled railroad tracks
- ☐ Rumble strips

Other problems: _____

_____

Overall Surface Rating: (circle one)

1 2 3 4 5 6

3. How were the intersections you rode through?

☐ Good ☐ Some problems:

- ☐ Had to wait too long to cross intersection
- ☐ Couldn't see crossing traffic
- ☐ Signal didn't give me enough time to cross the road
- ☐ Signal didn't change for a bicycle
- ☐ Unsure where or how to ride through intersection

Other problems: _____

_____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...

4. Did drivers behave well?

☐ Yes ☐ Some problems, drivers:

- ☐ Drove too fast
- ☐ Passed me too close
- ☐ Did not signal
- ☐ Harassed me
- ☐ Cut me off
- ☐ Ran red lights or stop sign

Other problems: _____

_____

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

☐ Yes ☐ Some problems:

- ☐ No maps, signs, or road markings to help me find my way
- ☐ No safe or secure place to leave my bicycle at my destination
- ☐ No way to take my bicycle with me on the bus or train
- ☐ Scary dogs
- ☐ Hard to find a direct route I liked
- ☐ Route was too hilly

Other problems: _____

_____

Overall Ease of Use Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- ☐ Wore a bicycle helmet
- ☐ Obeyed traffic signal and signs
- ☐ Rode in a straight line (didn't weave)
- ☐ Signaled my turns
- ☐ Rode with (not against) traffic
- ☐ Used lights, if riding at night
- ☐ Wore reflective and/or retroreflective materials and bright clothing
- ☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- ☐ Never
- ☐ Occasionally (one or two)
- ☐ Frequently (5-10)
- ☐ Most (more than 15)
- ☐ Every day

Which of these phrases best describes you?

- ☐ An advanced, confident rider who is comfortable riding in most traffic situations
- ☐ An intermediate rider who is not really comfortable riding in most traffic situations
- ☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate? Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

1. _____
2. _____
3. _____
4. _____
5. _____
Total _____

26–30	Celebrate! You live in a bicycle-friendly community.
21–25	Your community is pretty good, but there's always room for improvement.
16–20	Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
11–15	Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5–10	Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

Now that you know the problems,
you can find the answers.

Improving your community's score...

1. Did you have a place to bicycle safely?

	What you can do immediately	What you and your community can do with more time
a) On the road?		
No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes) Bicycle lane or paved shoulder disappeared Heavy and/or fast-moving traffic Too many trucks or buses No space for bicyclists on bridges or in tunnels Poorly lighted roadways	• pick another route for now • tell local transportation engineers or public works department about specific problems; provide a copy of your checklist • find a class to boost your confidence about riding in traffic	• participate in local planning meetings • encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads • ask your public works department to consider "Share the Road" signs at specific locations • ask your state department of transportation to include paved shoulders on all their rural highways • establish or join a local bicycle advocacy group
b) On an off-road path or trail?		
Path ended abruptly Path didn't go where I wanted to go Path intersected with roads that were difficult to cross Path was crowded Path was unsafe because of sharp turns or dangerous downhills Path was uncomfortable because of too many hills Path was poorly lighted	• slow down and take care when using the path • find an on-street route • use the path at less crowded times • tell the trail manager or agency about specific problems	• ask the trail manager or agency to improve directional and warning signs • petition your local transportation agency to improve path/roadway crossings • ask for more trails in your community • establish or join a "Friends of the Trail" advocacy group

2. How was the surface you rode on?

Potholes Cracked or broken pavement Debris (e.g. broken glass, sand, gravel, etc.) Dangerous drain grates, utility covers, or metal plates Uneven surface or gaps Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings) Bumpy or angled railroad tracks Rumble strips	• report problems immediately to public works department or appropriate agency • keep your eye on the road/path • pick another route until the problem is fixed (and check to see that the problems are fixed) • organize a community effort to clean up the path	• work with your public works and parks department to develop a pothole or hazard report card or online link to warn the agency of potential hazards • ask your public works department to gradually replace all dangerous drainage grates with more bicycle-friendly designs, and improve railroad crossings so cyclists can cross them at 90 degrees • petition your state DOT to adopt a bicycle-friendly rumble-strip policy

3. How were the intersections you rode through?

Had to wait too long to cross intersection Couldn't see crossing traffic Signal didn't give me enough time to cross the road The signal didn't change for a bicycle Unsure where or how to ride through intersection	• pick another route for now • tell local transportation engineers or public works department about specific problems • take a class to improve your riding confidence and skills	• ask the public works department to look at the timing of the specific traffic signals • ask the public works department to install loop-detectors that detect bicyclists • suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view • organize community-wide, on-bike training on how to safely ride through intersections

Improving your community's score...

(continued)

4. Did drivers behave well?

Drivers:
Drove too fast
Passed me too close
Did not signal
Harassed me
Cut me off
Ran red lights or stop signs

What you can do immediately

- report unsafe drivers to the police
- set an example by riding responsibly; obey traffic laws; don't antagonize drivers
- always expect the unexpected
- work with your community to raise awareness to share the road

What you and your community can do with more time

- ask the police department to enforce speed limits and safe driving
- encourage your department of motor vehicles to include "Share the Road" messages in driver tests and correspondence with drivers
- ask city planners and traffic engineers for traffic calming ideas
- encourage your community to use cameras to catch speeders and red light runners

5. Was it easy for you to use your bike?

No maps, signs, or road markings to help me find my way
No safe or secure place to leave my bicycle at my destination
No way to take my bicycle with me on the bus or train
Scary dogs
Hard to find a direct route I liked
Route was too hilly

- plan your route ahead of time
- find somewhere close by to lock your bike; never leave it unlocked
- report scary dogs to the animal control department
- learn to use all of your gears!

- ask your community to publish a local bike map
- ask your public works department to install bike parking racks at key destinations; work with them to identify locations
- petition your transit agency to install bike racks on all their buses
- plan your local route network to minimize the impact of steep hills
- establish or join a bicycle user group (BUG) at your workplace

6. What did you do to make your ride safer?

Wore a bicycle helmet
Obeyed traffic signals and signs
Rode in a straight line (didn't weave)
Signaled my turns
Rode with (not against) traffic
Used lights, if riding at night
Wore reflective materials and bright clothing
Was courteous to other travelers (motorists, skaters, pedestrians, etc.)

- go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night
- always follow the rules of the road and set a good example
- take a class to improve your riding skills and knowledge

- ask the police to enforce bicycle laws
- encourage your school or youth agencies to teach bicycle safety (on-bike)
- start or join a local bicycle club
- become a bicycle safety instructor

Need some guidance?
These resources might help...

Great Resources

STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials
444 North Capitol Street, NW, Suite 249
Washington, DC 20001
Tel: (202) 624-5800
www.aashto.org

Institute of Transportation Engineers
1099 14th Street, NW, Suite 300 West
Washington, DC 20005-3438
Tel: (202) 289-0222
www.ite.org

Association of Pedestrian and Bicycle Professionals (APBP)
P.O. Box 23576
Washington, DC 20026
Tel: (202) 366-4071
www.apbp.org

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
730 Airport Road, Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Tel: (919) 962-2202
www.pedbikeinfo.org
www.bicyclinginfo.org

Federal Highway Adminisrtation
400 Seventh Street, SW
Washington, DC 20590
www.fhwa.dot.gov/environment/bikeped/index.htm

EDUCATION AND SAFETY

National Highway Traffic Safety Administration
400 Seventh Street, SW
Washington, D.C. 20590
Tel: (202) 366-1739
www.nhtsa.dot.gov/people/injury/pedbimot/bike/

League of American Bicyclists
1612 K Street NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.bikeleague.org

National Bicycle Safety Network
www.cdc.gov/ncipc/bike/default.htm

National Safe Kids Campaign
1301 Pennsylvania Ave NW, Suite 1000
Washington, DC 20004
Tel: (202) 662-0600
www.safekids.org

PATHS AND TRAILS

Rails to Trails Conservancy
1100 17th Street SW, 10th Floor
Washington, DC 20036
Tel: (202) 331-9696
www.railtrails.org

National Park Service
Rivers, Trails and Conservation Assistance Program
1849 C Street, NW, MS-3622
Washington, DC 20240
www.ncrc.nps.gov/rtca/rtca-ofh.htm

HEALTH

Centers for Disease Control and Prevention
Division of Nutrition and Physical Activity
4770 Buford Highway, NE
Atlanta, GA 30341-3724
www.cdc.gov/nccdphp/dnpa
Tel: (770) 488-5692

National Center for Injury Prevention and Control
Childhood Injury Prevention
4770 Buford Highway, NE
Atlanta, GA 30341
www.cdc.gov/ncipc

ADVOCACY AND USER GROUPS

Thunderhead Alliance
1612 K Street, NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.thunderheadalliance.org

League of American Bicyclists
1612 K Street, NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.bikeleague.org

National Center for Bicycling and Walking
1506 21st Street, NW, Suite 200
Washington, DC 20036
Tel: (202) 463-6622
www.bikewalk.org

Surface Transportation Policy Project
1100 17th Street, NW, 10th Floor
Washington, DC 20036
Tel: (202) 466-2636
www.transact.org

OTHER USEFUL RESOURCES

Bikes and transit: www.bikemap.com

Bicycle information: www.bicyclinginfo.org

Bicycle-related research:
www.tfhrc.gov/safety/pedbike/pedbike.htm

Bicycling Magazine: www.bicycling.com/

Bicycle touring:
Adventure Cycling Association
P.O. Box 8308
Missoula, MT 59807
(800) 755-2453
(406) 721-8754
www.adv-cycling.org

Appendix B

Parental Survey and Student Talley Forms

Instructions for Using the Student Travel Tally Sheet and Parent Survey *(updated November 2007)*

Specific instructions on how to administer each tool are below:

If you have any questions, please contact your State SRTS Coordinator or Craig Raborn, Program Manager, National Center for Safe Routes to School, at raborn@unc.edu.

Student Travel Tally Sheet

The Student Travel Tally Sheet is intended to help track the number of children walking and biking to and from school at participating schools. The information will have many applications, including evaluating overall program success, estimating traffic congestion and environmental effects, learning travel patterns, and many more.

This information, when gathered before and after the SRTS activity or project, can help local SRTS programs measure any changes in walking, biking, and other forms of travel to and from school, which are frequently expected measures.

The tally sheet is designed so that teachers or volunteers involved with the Safe Routes program can ask students in each classroom how they got to school each morning, and how they will get home after school. It should take less than five minutes each morning for two days.

[NOTE: The Student Travel Tally Sheet was revised in October 2007 to only require data collection for a two-day period instead of the previous five-day data collection requirement. This change was based on analysis of initial raw data using the five-day process and is intended to further ease the overall data collection process. The revised form also better facilitates scanner-based data entry.]

Administration Instructions:

1. The Tally Sheet form can be downloaded from www.saferoutesinfo.org/resources under the "Evaluation" tab.
2. Forms should be printed at the highest resolution possible. A minimum resolution of 400 dots per inch should be used; most laser and inkjet printers meet this standard. Resolution under 300 dots per inch may prevent the forms from being readable by scanning systems.
3. The form should be given to all K-8 classrooms in the school, so that as complete a count as possible is achieved.
4. It is intended to be used on two days in the middle of a single week. By gathering travel information for two days in the middle of the week, an accurate average of student travel can be determined.

a. Counts should be conducted on any two days from Tuesday, Wednesday, or Thursday. Counts conducted on Mondays or Fridays will distort the results. The following combinations of days are acceptable:
    i. Tuesday and Wednesday
    ii. Wednesday and Thursday
    iii. Tuesday and Thursday
b. Weather conditions can be identified after counts are collected. We have found that internet-based weather reporting (for example, on www.weatherunderground.com) is normally more accurate than personal observations.
    i. Local coordinators can find this information online by time of day and Zip Code at www.weatherunderground.com. (Other weather-related Web sites may also provide this information.)
c. For national reporting purposes, counts are needed regardless of weather conditions.
d. In order to know how many students walk when it is not raining, local programs may choose to collect counts on an additional day if there were adverse weather conditions for both days of planned counts.
    i. Use the additional day field provided on the tally sheet and, in the comments field at the bottom of the tally sheet, indicate that the third day is an alternate count due to adverse weather.

5. The Student Travel Tally Sheet should be administered at least twice during the school year:
    a. First, counts should be taken at some point during the second, third, or fourth weeks of the school year. This count establishes the baseline measure for that school.
        i. Please do not conduct counts during weeks with special walking or biking-related events, such as Walk to School Day.
        ii. If your SRTS program is conducting any events during the first three weeks of the school year, please attempt to conduct travel counts before the SRTS event.
    b. A count should also be conducted during the last three weeks of the school year (i.e., during May). This count measures the change in travel behavior during the school year. If a mid-year count (see below) was conducted, this end-of-year count can also be used to evaluate the sustained effect of activities.
    c. Mid-year counts are not required, but might also be useful:
        i. A count conducted within 2-3 weeks of the completion of educational events or encouragement and enforcement campaigns can be used to measure immediate effects of these activities.
        ii. A mid-year count can also be used to understand the seasonal variation in levels of walking and biking to and from school.

Tally Sheet Data Entry Options

1. Raw counts from paper forms can be converted to useful data in three ways:
    a. Centralized Data Entry – Users can collect their paper forms and send them, along with the Local Program Data Information Sheet ("cover sheet"), to the National Center for Safe Routes to School. The National Center processes the forms and provides the data to users through an online data viewing system.
        i. The Local Program Data Information Sheet ("cover sheet") can be downloaded from www.saferoutesinfo.org/resources under the "Evaluation" column. [*Note: this form will be available for download by November 9, 2007.*]
        ii. Users send the cover sheet and their completed tally sheets to:
            National Center for Safe Routes to School
            SRTS Data Entry
            730 Martin Luther King, Jr. Blvd.
            Suite 300
            Chapel Hill, NC 27599
        iii. The National Center will scan the forms, validate the data, and transfer the data to the National SRTS Program Tracking Database.
        iv. The data entry process will take approximately 2 to 4 weeks, depending on workload. [Note: The Central Data Entry process is new, and this time requirement is an estimate that will likely be shortened as the system is implemented.]
        v. Users will be sent an email as soon as their data has been processed. The email will contain information on how to login and access their data using the online "DataTools" system described below. Users will have access to summary reports and basic analysis tools, and will be able to download their data for any other applications they may have.
    b. Online "DataTools" – Users can use the National Center's online "DataTools" to enter their data directly into a system that provides immediate access to their data, the ability to generate some basic summary information in table and graphical forms. Users can also download their data in Excel format. [NOTE: The DataTools system will be available by December 1, 2007.]
        vi. User creates account with the DataTools system at www.saferoutesinfo.org/tracking.
        vii. User provides some basic background information about their SRTS program.
        viii. User accesses data entry form. Online form replicates the basic appearance of the paper tally sheet to better facilitate data entry.
        ix. When data entry is complete, user can view data and summary reports. Charts and tables can be copied and pasted into other documents such as program or progress reports.
    c. [NOTE: The following option will be phased out during spring 2008 and is no longer recommended.] Data from the old (5-day) paper forms can be

entered into the Student Travel Behavior Report Excel spreadsheet available at for download from the National Center's FTP site. The spreadsheet can only be used with the previous tally sheet that requires a 5-day count. (Contact Craig Raborn, raborn@unc.edu, for information about downloading the spreadsheet). *The spreadsheets and 5-day tally sheets will be phased out during spring 2008; users are strongly encouraged to switch to the updated 2-day count forms for all future counts.* Completed spreadsheets provide some basic summary statistics that can be used for local purposes, and sent to the National Center for Safe Routes to School (raborn@unc.edu) for inclusion in the National SRTS Tracking Program.

Parent Survey

The Parent Survey is intended to collect information from parents about how their children travel to and from school, what barriers there are to walking or biking to and from school, and their attitudes about walking and biking to school. This information has numerous uses, including understanding the overall environment for walking and biking to school, why children don't walk or bike to school, and how attitudes change as a result of SRTS programs.

Local SRTS programs should be particularly interested in this information because it can be used to help them identify issues that need to be addressed to improve their SRTS activities. Information from parents might also identify unexpected opportunities to increase walking and biking to school.

[NOTE: The Parent Survey was revised slightly in October 2007 to reduce the number of pages from three to two, make minor changes to the categorization of data collected, and add data that allows better mapping and spatial analysis. The revised form also better facilitates scanner-based data entry.]

The Parent Survey form is designed with three potential means of administration (specific instructions for each approach are below):

- First, it can be handed out or placed in backpacks for students to take home, deliver to parents, and then have the students return to their teachers. The survey should take between 5-10 minutes to complete.
- Second, it can be given to parents to complete while they are waiting before parent-teacher conferences.
- Third, it can be assigned as part of a homework assignment, where the student would take home the form and fill it out as part of an interview with the parent.

The parent survey should be conducted twice during the school year. Exact timeframes are listed, and these should be followed when the survey is administered using the take-home method. But when the survey will be administered in conjunction with Parent-Teacher Conferences, the local SRTS program manager and teacher(s) should determine the best time to administer the survey.

a. To collect baseline information, parents should be surveyed during the second, third, or fourth week of school.
b. Parents should also be surveyed at the end of the school year to collect information about how attitudes and beliefs have changed during the year.
c. A local SRTS program might also want to conduct the survey sometime during the year.
    i. A survey conducted within 2-3 weeks of the completion of educational events or encouragement and enforcement campaigns can be used to measure immediate effects of these activities.
    ii. A mid-year survey can also be used to understand the progress and early effects of long-term programs, as well as other variation in parental attitudes that affect walking and biking to and from school.

Downloading and Printing Instructions

1. The Parent Survey form can be downloaded from www.saferoutesinfo.org/resources under the "Evaluation" tab.
2. Forms should be printed at the highest resolution possible. A minimum resolution of 400 dots per inch should be used; most laser and inkjet printers meet this standard. Resolution under 300 dots per inch may prevent the forms from being readable by scanning systems.
3. The Parent Survey form is two pages long. It can be printed double-sided to reduce costs.

[Alternate One] **Take-Home Administration Instructions**:

1. Please distribute copies of these forms to teachers for each classroom, so that all parents will receive a copy of the survey.
2. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.
3. Raw data from completed surveys can be converted to useful formats in three ways described below.

[Alternate Two] **Parent-Teacher Conference Administration Instructions**:

1. Identify when parent-teacher conferences will occur and determine whether these times of the year are appropriate to collect baseline information and end-of-year information. (If the times do not seem appropriate, a take-home methodology might more successful.)
2. Distribute copies of the survey form to teachers for each classroom, so that all households will receive a copy of the survey during (or immediately before) the parent-teacher conference. (Note that teachers will be responsible for distributing and collecting surveys, and then returning the completed surveys to the local SRTS program manager.)
3. Ask teachers to provide forms to parents/caregivers so that they can fill out the forms while they wait for the conference.
    a. A sign with simple instructions next to the stack of forms may help explain the process.

b. Teachers may collect forms during their conference.
c. Parents may also complete the survey after their meeting with the teacher.
d. Teachers may allow parents to take the surveys home and send them back with the students. If this approach is followed, teachers should request that the forms be returned within a few days, and set a specific date. (Note that this approach will likely reduce the number of surveys that are returned.)

4. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.
5. Raw data from completed surveys can be converted to useful formats in three ways described below.

[Alternate Three] **Homework Instructions**:

1. Please distribute copies of these forms to teachers for each classroom, so that all parents will receive a copy of the survey.
2. Teachers can assign the surveys to be filled out as part of a homework assignment. The student would take the survey form home and fill it out during an interview with their parent, or along with their parents.
    a. Other homework approaches can also be used, as long as the recommended form is used, and the parent provides the answers.
    b. In many instances, curriculum changes or new homework assignments require approval from the principal or a curriculum committee. Local SRTS programs considering the homework approach should check on this potential issue early.
3. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.
4. Raw data from completed surveys can be converted to useful formats in three ways described below.

Parent Survey Data Entry Options:

Raw counts from paper forms can be converted to useful data in three ways:

1. Centralized Data Entry – Users can collect their paper forms and send them, along with the Local Program Data Information Sheet ("cover sheet"), to the National Center for Safe Routes to School. The National Center processes the forms and provides the data to users through an online data viewing system.
    a. The Local Program Data Information Sheet ("cover sheet") can be downloaded from www.saferoutesinfo.org/resources under the "Evaluation" column. [Note: this form will be available for download by November 9, 2007.]
    b. Users send the cover sheet and their completed parent surveys to:

        National Center for Safe Routes to School
        SRTS Data Entry
        730 Martin Luther King, Jr. Blvd.
        Suite 300
        Chapel Hill, NC 27599

    c. The National Center will scan the forms, validate the data, and transfer the data to the National SRTS Program Tracking Database.

d. The data entry process will take approximately 2 to 4 weeks, depending on workload. [Note: The Central Data Entry process is new, and this time requirement is an estimate that will likely be shortened as the system is implemented.]
e. Users will be sent an email as soon as their data has been processed. The email will contain information on how to login and access their data using the online "DataTools" system described below. Users will have access to summary reports and basic analysis tools, and will be able to download their data for any other applications they may have.

2. Online "DataTools" – Users can use the National Center's online "DataTools" to enter their data directly into a system that provides immediate access to their data, the ability to generate some basic summary information in table and graphical forms. Users can also download their data in Excel format. [NOTE: The DataTools system will be available by December 1, 2007.]
    i. User creates account with the DataTools system at www.saferoutesinfo.org/tracking.
    ii. User provides some basic background information about their SRTS program.
    iii. User accesses data entry form. Online form replicates the basic appearance of the paper survey form to better facilitate data entry.
    iv. When data entry is complete, user can view data and summary reports. Charts and tables can be copied and pasted into other documents such as program or progress reports.
3. [NOTE: The following option will be phased out during spring 2008 and is no longer recommended.] Data from the old (3-page) Parent Survey forms can be entered into the Parent Survey Report Excel spreadsheet available at for download from the National Center's FTP site. The spreadsheet can only be used with the previous survey form that has slightly different questions in a slightly different sequence than the revised form. (Contact Craig Raborn, raborn@unc.edu, for information about downloading the spreadsheet). *The spreadsheets and previous 3-page parent survey will be phased out during spring 2008; users are strongly encouraged to switch to the updated 2-page survey forms for all future administrations of the parent survey.* Completed spreadsheets provide some basic summary statistics that can be used for local purposes, and sent to the National Center for Safe Routes to School (raborn@unc.edu) for inclusion in the National SRTS Tracking Program.

SURVEY ABOUT WALKING AND BIKING TO SCHOOL
- FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:	

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "✓".

1. **What is the grade of the child who brought home this survey? (K – 8)** ☐ grade

2. **Is the child who brought home this survey male or female?** ☐ MALE ☐ FEMALE

3. **How many children do you have in Kindergarten through 8th grade?** ☐ children

4. **What is the street intersection nearest your home?** *(provide the names of two intersecting streets)*

AND

5. **How far does your child live from school?** *(choose one and mark box with X)*

☐ a. less than 1/4 mile
☐ b. 1/4 mile up to 1/2 mile
☐ c. 1/2 mile up to 1 mile
☐ d. 1 mile up to 2 miles
☐ e. More than 2 miles
☐ f. Don't know

6. **On most days, how does your child arrive at school and leave for home after school?** *(select one choice per column, mark box with X)*

Arrive at school	Leave for home
☐ a. Walk	☐ a. Walk
☐ b. Bike	☐ b. Bike
☐ c. School Bus	☐ c. School Bus
☐ d. Family vehicle (only with children from your family)	☐ d. Family vehicle (only with children from your family)
☐ e. Carpool (riding with children from other families)	☐ e. Carpool (riding with children from other families)
☐ f. Transit (city bus, subway, etc.)	☐ f. Transit (city bus, subway, etc.)
☐ h. Other (skateboard, scooter, inline skates, etc.)	☐ h. Other (skateboard, scooter, inline skates, etc.)

7. **How long does it normally take your child to get to/from school?** *(fill-in circle for one choice per column)*

Travel time to school	Travel time from school
☐ a. Less than 5 minutes	☐ a. Less than 5 minutes
☐ b. 5 - 10 minutes	☐ b. 5 - 10 minutes
☐ c. 11 - 20 minutes	☐ c. 11 - 20 minutes
☐ d. More than 20 minutes	☐ d. More than 20 minutes
☐ e. Don't know / Not sure	☐ e. Don't know / Not sure

8. **Has your child asked you for permission to walk or bike to/from school in the last year?** *(select one)* ☐ YES ☐ NO

9. **At what grade would you allow your child to walk or bike without an adult to/from school?**

(select a grade between K – 8) ☐ grade (or ☐ I would not feel comfortable at any grade)

10. **Which of the following issues affected your decision to allow, *or not allow*, your child to walk or bike to/from school?** *(select all that apply, mark with X in box)*	11. **Would you probably let your child walk or bike to/from school if this problem were changed or improved?** *(select one choice per line)* (☐ My child already walks or bikes to/from school)		
☐ **Distance**	☐ YES	☐ NO	☐ Not Sure
☐ **Convenience of driving**	☐ YES	☐ NO	☐ Not Sure
☐ **Time**	☐ YES	☐ NO	☐ Not Sure
☐ **Child's before or after-school activities**	☐ YES	☐ NO	☐ Not Sure
☐ **Speed of traffic along route**	☐ YES	☐ NO	☐ Not Sure
☐ **Amount of traffic along route**	☐ YES	☐ NO	☐ Not Sure
☐ **Adults to walk or bike with**	☐ YES	☐ NO	☐ Not Sure
☐ **Sidewalks or pathways**	☐ YES	☐ NO	☐ Not Sure
☐ **Safety of intersections and crossings**	☐ YES	☐ NO	☐ Not Sure
☐ **Crossing guards**	☐ YES	☐ NO	☐ Not Sure
☐ **Violence or crime**	☐ YES	☐ NO	☐ Not Sure
☐ **Weather or climate**	☐ YES	☐ NO	☐ Not Sure

12. **In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?** *(select one, mark with X in box)*

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
☐	☐	☐	☐	☐

13. **How much FUN is walking or biking to/from school for your child?** *(select one)*

Very Fun	Fun	Neutral	Boring	Very Boring
☐	☐	☐	☐	☐

14. **How HEALTHY is walking or biking to/from school for your child?** *(select one)*

Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
☐	☐	☐	☐	☐

15. **What is the highest grade or year of school you completed?** *(select one, mark with X in box)*

☐ Grades 1 through 8 (Elementary)
☐ Grades 9 through 11 (Some high school)
☐ Grade 12 or GED (High school graduate)
☐ College 1 to 3 years (Some college or technical school)
☐ College 4 years or more (College graduate)
☐ Prefer not to answer

16. **Please provide any additional comments below:**

Thank you for participating in this survey!

Safe Routes to School
Student Arrival and Departure Tally Sheet

School Name: _____ Zip Code: _____ - _____

Teacher: _____ Grade (K-8) _____

Monday's Date ___ / ___ / 2 0 ___ # of students enrolled in class _____

M M / D D / Y E A R

Teachers, here are simple instructions for using this form:

- Please conduct these counts **on any two days from Tuesday, Wednesday, or Thursday of the assigned week.** Only two days worth of counts are needed, but counting all 3 provides better data.
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Read each answer and record the number of students that raised their hands for each.
- **Place just one character or number in each box.**
- Follow the same procedure for the question "**How do you plan to leave for home after school?**"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day.			**Step 2**. Ask students "**How did you arrive at school today?**" and "**How do you plan to leave for home after school?**" (*record number of hands for each answer*)						
	Weather S= sunny R= rainy O= overcast Sn= snow	**Number of Students** (in class when count made)	**Walk**	**Bike**	**School Bus**	**Family Vehicle** (only with children from your family)	**Carpool** (riding with children from other families)	**Transit** (city bus, subway, etc.)	**Other** (skate-board, scooter, inline skates, etc.)
SAMPLE	S	27	4	2	11	7	3	0	0
Tues AM									
Tues PM									
Wed AM									
Wed PM									
Thur AM									
Thur PM									

Comments *(List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally)*:

Thank you for helping gather this information!

SRTS Data Entry: **Background Information Page 1**

(This page should take approximately 3-5 minutes to complete)

Basic Instructions: (Detailed instructions are provided in a separate document.)

- Fill out this two-page **Background Information Cover Sheet**.
- For ***each school that has provided data***, complete a **School Information Cover Sheet**.
- Send all collected forms to the National Center for Safe Routes to School for data entry
- You will receive a confirmation email from the NCSRTS when your forms have been received.

Lead Organization

Organization Type: ☐ Local/Regional Gov't Agency ☐ School/District ☐ Nonprofit/Other

City: **State:**

ZIP Code:

Program Contact:

Contact Role: ☐ Lead Organization ☐ Partner Organization ☐ Consultant ☐ Parent

Phone: ( ) - **Ext.**

E-Mail Address:

E-Mail (cont.):

Is this program applying for either State or Federal SRTS funds? ☐ Yes ☐ No

Is this program part of either a State or Federally-funded SRTS program? ☐ Yes ☐ No

Amount of State/Federal SRTS funding (if known) $
(requested or awarded)

(Please do not use commas: $12574 instead of $12,574. Also, please round to the nearest whole dollar: $12574 instead of $12573.75)

Program Includes: *(Mark each box that applies.)*

☐ Engineering ☐ Education ☐ Enforcement ☐ Encouragement

How many schools are (or will be) participating in this SRTS program?

Is this project paying someone (either full or part-time) a salary or stipend? ☐ Yes ☐ No

Are policy changes (local gov't or school-level) part of this SRTS program? ☐ Yes ☐ No

Is this project collecting additional SRTS-related data? ☐ Yes ☐ No
(for research or evaluation purposes beyond student travel tallies and/or parent surveys)

SafeRoutes
National Center for Safe Routes to School

SRTS Data Entry: **Background Information Page 2**

(This page should take approximately 3-5 minutes to complete)

Program Activity Information

Please mark the box next to each specific activity that is or will occur as part of this program. Mark as many boxes as are applicable.

Engineering

- ☐ Sidewalks (construct, replace, repair, or widen)
- ☐ Accommodations for students with disabilities (improve)
- ☐ Bicycle lanes (install, improve, or repair)
- ☐ Off-road walking/bicycling paths (construct or repair; or improve intersections with roads)
- ☐ Crosswalks (install, improve, or repair)
- ☐ Crossing refuge island (install)
- ☐ Traffic calming (such as curb extensions, speed bumps/humps, traffic circles, raised crosswalks, narrowing lanes, etc.)
- ☐ Speed monitoring and feedback devices (install permanent) (See Enforcement for movable speed monitors)
- ☐ Signs (new or improved signs such as school zone, speed limits, crosswalk warning, etc.)
- ☐ Speed limit reduction near schools
- ☐ Pavement or curb markings or legends (install or improve)
- ☐ Bicycle parking (install, improve, or relocate)
- ☐ Lighting (install or improve)
- ☐ Traffic controls (new or improved using traffic lights, signs, pedestrian signals, changes to signal timing)
- ☐ Pick up and drop off areas (redesign or change procedure to improve pedestrian safety)
- ☐ Assessment (study walk/bike routes for needed improvements)
- ☐ School construction policy (changed to improve school site design, location selection, or renovations)
- ☐ Other

Education

- ☐ Pedestrian and bicycle safety instruction
- ☐ Pedestrian skills practice (simulated settings or real-life)
- ☐ Bike skills practice (bike rodeo or training on-bike)
- ☐ Personal safety skills (such as how to deal with strangers)
- ☐ Safe driving near the school (targeted to parents and/or general public)
- ☐ Benefits of walking/bicycling (health, environmental and sustainable transportation benefits taught to students and/or parents)
- ☐ Community-wide education and awareness program (focused on adults)
- ☐ Policy (new or change that supports SRTS such as requiring pedestrian or bicycle safety education in regular curriculum)
- ☐ Other

Encouragement

- ☐ Walking School Bus program
- ☐ Bike Train program
- ☐ Walk to School Day or other special event
- ☐ Ongoing promotional events (such as Walking Wednesdays, Bike Tuesdays, etc.)
- ☐ Walking/biking mileage club or other contest
- ☐ Park-and-walk program
- ☐ Remote “drop-off and walk” system for bus riders
- ☐ Walking or bicycling route map (create or promote)
- ☐ Incentive program for safe travel behaviors
- ☐ SRTS promotion to general public
- ☐ Technology-based encouragement activities (such as Web site, email list, text messaging)
- ☐ Policy (new or change that supports SRTS such as early dismissal for walkers)
- ☐ Other

Enforcement

- ☐ Parent or student safety patrol program
- ☐ Crossing guard training program
- ☐ Crossing guard(s) hired
- ☐ Crossing guard equipment (purchase)
- ☐ Speed feedback trailers or signs
- ☐ Photo speed enforcement
- ☐ Speed enforcement in school zones
- ☐ Neighborhood watch/Safe house program
- ☐ Traffic complaint hotline
- ☐ “Pedestrian decoy" operations
- ☐ Policy (new or change that supports SRTS such as increased fines for speeding in school zones)
- ☐ Other

SRTS Data Entry: **School Information Page**

Complete a separate copy of this page for each school in your SRTS program
(This page should take approximately 1-3 minutes to complete)

School Information Page Instructions:
Please **complete one School Information Page for each school** that participates in SRTS data collection. (Detailed instructions and examples are provided in a separate document.)

School Name:

Street Address:

City **State:**

School ZIP Code:
(use ZIP + 4, if known) -

Contact Name:

E-Mail Address:

E-Mail (cont.):

How many students attend this school?
(make estimate if necessary)

What grades attend this school?
(Mark all that apply) ☐ **K** ☐ **1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7** ☐ **8**

Which grades are targeted by this SRTS program? ☐ **K** ☐ **1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7** ☐ **8**

*** How many students attend those grades?**
(make estimate if necessary) *or* **(☐ Don't Know)**

When was this data collected? ☐ Before-Program ☐ Mid-Program ☐ Post-Program ☐ Other

How many Parent Surveys were distributed? *or* **(☐ Not Applicable)**

Is there a school-level team helping implement SRTS at this school? ☐ Yes ☐ No
(such as PTA, School Wellness Team, SRTS Committee, etc.)

Are other agencies or organizations involved in implementing this program? ☐ Yes ☐ No
(such as local governments, health departments, Safe Kids, university or college, etc.)

SafeRoutes
National Center for Safe Routes to School

Appendix C

Example Table

SRTS Action Plan

Strategy	Strategy Type (List which E each strategy falls under: Education, Encouragement Enforcement Engineering)	Strategy Detail (Description and cost estimate)	Timeframes (List as Short term or long term and give an estimated date)	Responsible Party (or Local team sub committee)	Status	Funding Source (Federal state or local)